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ABSTRACT

A study evaluated the Early Literacy program that served 1,773 underachieving pupils in grades one and two who appeared unlikely to learn to read successfully without additional reading instruction. The Early Literacy program teacher and each small group of pupils worked together each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. The treatment group consisted of 354 grade one pupils and 240 grade two pupils. Results indicated that: (1) 56% of the grade one treatment group pupils reached text reading level 8; (2) when combined, grade one and two pupils had an average gain of 8.28 normal curve equivalents (NCEs) in Total Reading; (3) in reading comprehension, grade two pupils had an average NCE gain of 8.59 NCEs; (4) of the 349 grade one treatment group pupils with available retention data, 308 (88.3%) were promoted to grade two; (5) of the 239 grade two treatment group pupils, 224 (93.7%) were promoted to grade 3; and (6) 98.3% of parents of treatment group pupils participated in the program in some manner. Findings suggest continuation of the program with consideration given to eight areas of concern. (Eight tables of data are included; evaluation and assessment instruments are attached.) (RS)

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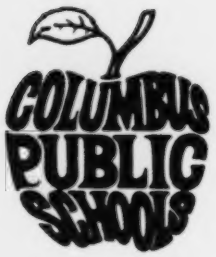
FINAL EVALUATION REPORT

EARLY LITERACY PROGRAM

GRADES ONE AND TWO

1991-92



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FINAL EVALUATION REPORT
EARLY LITERACY PROGRAM
GRADES ONE AND TWO
1991-92

ABSTRACT

Program Description: The Early Literacy program served 1773 pupils in grades one (1185) and two (588). Funding for the program was provided through a combination of sources: Elementary and Secondary Education (ESEA) - Chapter 1, Disadvantaged Pupil Program Fund (DPPF), Private Industry Council (PIC) grant, and Columbus Public Schools' general fund monies. The purpose of the Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction for first- or second-grade pupils for 40-45 minutes daily. During 1991-92, 54 teachers (37.50 FTEs - Full Time Equivalents) served pupils in 46 schools.

Time Interval: For evaluation purposes, the Early Literacy program began on September 16, 1991 for grade 2 pupils and September 23, 1991 for grade 1 pupils. For evaluation based on standardized test data, the time interval ended April 3, 1992. This provided a maximum of 127 possible days of instruction for grade 2 pupils and 122 possible days for grade 1 pupils. An additional 14 scheduled days (through May 1, 1992) were included in the time interval for evaluation of grade 2 desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 141 possible days of instruction for grade 2 pupils. For grade 1, the time interval for the evaluation of Desired Outcomes 1, 2, and 3 ended on May 1, 1992, providing a maximum of 136 possible days of instruction. To meet the attendance criterion (80%) for inclusion in the analyses of standardized test data, which included Desired Outcome 1-Grade 2, grade 2 pupils must have attended at least 101.6 days and grade 1 pupils 97.6 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, grade 2 pupils must have attended at least 112.8 days and grade 1 pupils 108.8 days for Desired Outcomes 1, 2, and 3.

Activities: The Early Literacy program teacher and each group of pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Achievement Objective: Pupils were to receive Early Literacy instruction until they were ready to be successfully discontinued from the program. Discontinued pupils were those who successfully completed the program according to (a) predetermined levels on diagnostic measures indicating that the pupils were reading at the average level for the district, and (b) teachers judgments that the pupils had developed effective reading strategies and could learn in the normal classroom setting without extra individual help.

Evaluation Design: Three desired outcomes were established for the Early Literacy program. First, for grade 2 at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Total Reading. For grade 1 pupils, at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would reach an appropriate text reading level for promotion to grade 2. Second, at least 75 percent of grade 1 pupils and 50 percent of grade 2 pupils who attended the program at least 80 percent of the instructional period or who were discontinued would be promoted to the next grade level. Third, parents of at least 75 percent of program pupils who attended the program at least 80 percent of the instructional period or who were discontinued would participate by visiting and/or volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences. In addition to the three desired outcomes, federal guidelines also required that aggregate test data be reported for grades 2 and above for individual buildings for Total Reading and Reading Comprehension.

A major part of the evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests, Level Preprimer, Form L, 1985 (MAT6) for pretesting grade 1; Level Primer, Form L 1985 (MAT6) for posttesting in grade 1 and pretesting in grade 2; and Level Primary 1, Form L, 1985 (MAT6) for posttesting in grade 2. The evaluation design required only grade 2 standardized testing, but grade 1 standardized test data was also

included. Analyses of the standardized test data included average NCE scores and pretest-posttest NCE gains. Another major part of the evaluation effort for grade 1 pupils was to be accomplished through the collection of data on Scott Foresman Text Reading Level. Locally constructed instruments were used to collect enrollment/attendance and parent involvement data. District computer files were used for retention data.

Major Findings/Recommendations: Data provided by program teachers indicated that the program served 1773 pupils in 46 schools, including 1185 grade one and 588 grade two pupils. Average daily membership for the program was 1165.26 pupils, with average days scheduled being 90.49 days per pupil and average days served being 80.12 days per pupil. The 1773 pupils served were classified as either discontinued (234), not discontinued but attended the program 80 percent of the instructional period (360), or other pupils served (1179). The evaluation sample for analyses of standardized test data consisted of the 525 grade one and two pupils who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Total Reading. In addition, 185 grade two pupils were successfully discontinued from the program or attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores in Reading Comprehension, comprising the Reading Comprehension evaluation sample for grade 2. The treatment group for Desired Outcome 1-Grade 1 and Desired Outcomes 2 and 3 for both grades consisted of the 594 pupils (33.5% of those served) who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, including 354 (29.9%) grade one pupils and 240 (40.8%) grade two pupils.

The three established desired outcomes for each grade were met for the program. Results indicated that 195 (56.0%) of the grade one treatment group pupils reached text reading level 8, achieving Desired Outcome 1-Grade 1. Results also indicated that 91 (50.0%) of the grade two evaluation sample pupils gained at least 3.0 NCEs in Total Reading, achieving Desired Outcome 1-Grade 2. The average NCE gain for grade two pupils was 3.32 NCEs, with discontinued pupils (79) having an average gain of 8.01 NCEs and not discontinued pupils (103) having an average loss of 0.27 NCEs. The average NCE gain for grade one pupils was 10.91 NCEs, with discontinued pupils (99) having an average gain of 24.35 NCEs and not discontinued pupils (244) having an average gain of 5.46 NCEs. When combined, grade one and two pupils had an average gain of 8.28 NCEs in Total Reading, with discontinued pupils (178) having an average gain of 17.10 NCEs and not discontinued pupils (347) having an average gain of 3.76 NCEs. In Reading Comprehension, grade two pupils (185) had an average NCE gain of 8.59 NCEs, with discontinued pupils (82) gaining 11.52 NCEs and not discontinued pupils (103) having a gain of 6.26 NCEs.

Changes in NCE scores for Total Reading for the 525 evaluation sample pupils indicated that 296 pupils (56.4%) made substantial improvement (3.0 NCEs or more); 12 pupils (2.3%) made some improvement (1.0 to 2.9 NCEs); and 217 pupils (41.3%) made no improvement (1.0 NCE or less). Discontinued pupils showed much greater improvement than did not discontinued pupils, with 74.7% (133) showing substantial improvement, compared to 47.0% (163) for not discontinued pupils. Changes in NCE scores for Reading Comprehension for the 185 grade two evaluation sample pupils showed that 110 (59.5%) made substantial improvement; 14 pupils (7.6%) made some improvement; and 61 pupils (33.0%) made no improvement. Discontinued pupils showed greater improvement than did not discontinued pupils, with 63.4% (52) showing substantial improvement, compared to 56.3% (58) for not discontinued pupils.

Of the 349 grade one treatment group pupils with available retention data, 308 (88.3%) were promoted to grade two, achieving Desired Outcome 2, and of the 239 grade two treatment group pupils with available retention data, 224 (93.7%) were promoted to grade three, achieving Desired Outcome 2. Desired Outcome 3 was met, with data indicating that parents of 584 (98.3%) of the 594 treatment group pupils participating in the program by visiting and/or volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences.

It is recommended that the Early Literacy program be continued for the 1992-93 school year, with consideration given to: (1) enhancing the grade two instructional program; (2) increasing the number of pupils served who meet the attendance criterion for inclusion in the treatment group and evaluation sample; (3) increasing parent involvement; (4) providing opportunities for co-ordination between the program and classroom teachers; (5) maintaining existing instruments for data collection; (6) establishing a structured process observation procedure; (7) incorporating in the evaluation design the percentage of discontinued program pupils; and (8) maintaining a viable inservice program for program teachers.

FINAL EVALUATION REPORT
EARLY LITERACY PROGRAM
GRADES ONE AND TWO

1991-92

Program Description

The purpose of the 1991-1992 Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction to supplement their regular classroom reading instruction. To accomplish this purpose the program featured small group instruction for first or second grade pupils for 40-45 minutes daily provided by an Early Literacy program teacher. The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Early Literacy instruction were based on activities established in the Reading Recovery™ program, a program of intensive one-on-one instruction for underachieving at-risk first-grade pupils.

The Early Literacy program was initiated in Columbus Public Schools during the 1990-1991 school year, serving 1477 pupils (817 grade 1 and 660 grade 2 pupils) at 43 schools, with a teaching staff of 65 teachers (20.52 FTEs--Full Time Equivalents). During the 1991-92 school year, the number of pupils served increased to 1773 (1185 grade 1 and 588 grade 2 pupils). This increase was partially the result of increasing the number of schools serving pupils to 46 and increasing the teaching staff to 37.50 FTEs (54 teachers). The majority of program teachers taught in both the Early Literacy and Reading Recovery programs, serving three or four groups of Early Literacy pupils and two or three individual Reading Recovery pupils daily, while other program teachers served only Early Literacy grade 2 pupils, six or seven groups per day. Three teachers were half-time employees of the school system, serving three grade 2 groups each day.

In 1991-92 the Early Literacy program was located in the following 46 elementary schools. Twenty-three schools served only grade 1 pupils, five schools served only grade 2 pupils, and 18 schools served both grade 1 and 2 pupils.

Schools and Grade Levels Served by the Early Literacy Program
1991-92

Arlington Park (1)	East Linden (1 & 2)	Kent (1)	Pilgrim (1)
Avondale (1 & 2)	Fair (1 & 2)	Kenwood (2)	Reeb (1)
Beck (1)	Fairmoor (2)	Koebel (1 & 2)	Second (1 & 2)
Broadleigh (1)	Fairwood (1)	Lincoln Park (1)	South Mifflin (1)
Burroughs (1 & 2)	Franklinton (1 & 2)	Lindbergh (1)	Southwood (1)
Clinton (1)	Gladstone (2)	Linden (1 & 2)	Sullivant (1)
Como (2)	Hamilton (1 & 2)	Livingston (1 & 2)	Trevitt (1 & 2)
Cranbrook (1)	Heyl (1 & 2)	Main (1 & 2)	Weinland Park (1)
Dana (1 & 2)	Highland (1)	Maize (1)	West Broad (1 & 2)
Deshler (1 & 2)	Hubbard (1)	Medary (1)	Windsor (1)
Eakin (1)	Hudson (1 & 2)	Moler (1)	
East Columbus (1 & 2)	Huy (2)	Ohio (1)	

Note: Number(s) within parentheses refers to grade level(s) served.

Schools were chosen for inclusion in the program according to the percent of pupils attending a school who were eligible for a free or reduced price lunch (F or RPL). Those schools with the highest percentage of F or RPL were included in the program for the year. Thirty-nine of the 47 schools were selected in this manner. Additionally, three schools were chosen because of the large number of pupils in second grade at the schools who were eligible for service and might not be served by other compensatory programs (Como, Fairmoor, and Huy Elementaries), two buildings were chosen because they received funding through a Private Industry Council (PIC) grant (Clinton and Maize Elementaries), and two schools were chosen because they did not receive any other type of compensatory education service for the school year (Gladstone and Kenwood Elementaries). The Early Literacy program was funded by a combination of Elementary and Secondary Education Act (ESEA) Chapter 1, Ohio Disadvantaged Pupil Program Fund (DPPF), Private Industry Council (PIC) grant, and Columbus Public Schools' general fund monies.

The 54 program teachers received support from three program coordinators who provided inservice training and instructional support. Because many of the instructional and assessment strategies used in the Early Literacy program were similar to those used in the Reading Recovery program, the Early Literacy instructional program was enhanced by the fact that all three program coordinators and 48 of the 54 program teachers were trained in Reading Recovery techniques.

At the beginning of the year grade 1 pupils identified as underachieving by their classroom teachers and the Early Literacy program teachers were given two selection tests, Concepts About Print and Dictation (see Appendix A, pp. 19-20.), which are two of the diagnostic assessments used in the Reading Recovery program developed by Marie Clay. Raw scores from these two tests were used to determine a Selection Score for each pupil. To be eligible for service, pupils must have had a Selection Score on the Grade 1 Diagnostic Test Scoring Matrix less than 86 (see Appendix B, p. 22), those with the lowest scores being served first. Other grade 1 pupils with Selection Scores below 86 were selected for the Reading Recovery program. A waiting list was formed for those pupils not receiving immediate service in either program. Grade 1 pupils being served in the Early Literacy program were eligible for service in the Reading Recovery program if a space became available, but they could not be served in both programs simultaneously.

Grade 2 pupil eligibility for program service was based on a Service Index Number. A Service Index Number indicates the degree to which a pupil is achieving relative to the pupil's age and appropriate grade level. Grade 2 pupils' Service Index Numbers were determined by their age, grade level, and the test score they received on the previous year's spring standardized test administration (Metropolitan Achievement Tests, 1985, Level Primer, Form L) from a regression equation. Those pupils with the lowest Service Index Numbers were served first. Those pupils without spring standardized test scores who might qualify for service were given a selection test to determine their Service Index Number. If their Service Index Number was below 43.0, they were ranked in order with the other second-grade pupils whose numbers were below 43.0. A waiting list was formed for those pupils not receiving immediate service. Selection procedures followed guidelines established by Federal and State Programs.

The Early Literacy program teacher and a group of five or six pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The reading and writing lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Pupil progress was monitored by both the Early Literacy program teacher and the pupil's regular classroom teacher. If in consultation they felt that a particular pupil had made satisfactory progress and no longer needed the services of the Early Literacy teacher, established procedures were followed for successfully discontinuing the pupil from the program. The process for discontinuing a grade 1 Early Literacy pupil consisted of the following steps:

[1] The program teacher sent the last five running records (records of exactly what the pupil said and did while reading a story) to a program coordinator for examination.

[2] If the program coordinator determined that the pupil had made satisfactory progress, she notified the program teacher's testing partner (program teachers do not test their own pupils) and arrangements were made for the pupil to be tested for discontinuance.

[3] The pupil was administered three diagnostic survey tests: Writing Vocabulary, Dictation Test, and Text Reading Level developed by Marie Clay as part of the Reading Recovery program. Also, for text reading assessment, a running record was taken while the pupil read an unfamiliar story.

[4] Results of the testing and running record were given to the program coordinator to make the final determination for discontinuing the pupil.

[5] The program teacher informed the regular classroom teacher that the pupil had been successfully discontinued and would no longer receive program service. If the pupil was not successfully discontinued, the program teacher would continue to work with the pupil, emphasizing areas of weakness, until discontinuance testing was administered again.

To be successfully discontinued, a grade 2 pupil must have met four criteria:

[1] The pupil must have been able to learn successfully through regular group instruction in the classroom as demonstrated by receiving satisfactory grades (S) on his/her report card in language arts.

[2] The pupil must have been able to read successfully in the on-grade level text or above-grade level materials used in the classroom.

[3] The pupil must have been able to independently produce daily writings satisfactorily for his/her grade placement.

[4] The pupil must have been able to achieve a minimum score of 80% of the total items on at least two consecutive formative unit tests and a rubric score of three or four on at least one open-ended question on each of the two formative tests, or the pupil must have read a designated second grade reading passage at 90% accuracy level and correctly completed a minimum of 3 of 5 items on an objective item test that corresponds to the testing passage and achieved a rubric score of 3 or 4 on the open-ended question for that passage.

A grade 2 pupil who was discontinued returned to total instruction by the regular classroom teacher and was monitored by the Early Literacy teacher for progress in reading. If a discontinued pupil failed to maintain satisfactory classroom progress, the pupil was re-enrolled in the Early Literacy program. If an opening was not available, the pupil's name was placed at the top of the waiting list because of previous service, regardless of service index ranking.

Evaluation Design

For program year 1991-92, evaluation of the Early Literacy program included three desired outcomes. Data collected in four major areas were incorporated in the analyses of the three desired outcomes: pupil census information, pupil text reading level achievement or pupil standardized achievement test information, pupil retainee information, and parent involvement information.

Desired Outcome 1

Grade 1: At least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued will reach an appropriate text reading level for promotion to grade 2. The appropriate Scott Foresman text reading level for the end of grade 1 is successful completion of reading level 8 (3rd preprimer).

Grade 2: At least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued will gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Total Reading. Gain will be measured by a nationally standardized achievement test.

Desired Outcome 2

Grade 1: At least 75 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

Grade 2: At least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

Desired Outcome 3

Grades 1 and 2: Parents of at least 75 percent of program pupils who attended the program at least 80 percent of the instructional period or who were discontinued will participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1991-92 school year. Records of parent contacts and activities will be maintained by program teachers.

Standardized test data for Total Reading are reported for grade 2 as required in Desired Outcome 1, and also for grade 1. Federal guidelines require that aggregate test data (reading and mathematics) be reported for grades 2 and above for individual buildings for Total Reading and Reading Comprehension. For this reason, Reading Comprehension test data are incorporated in the results of pupil standardized achievement test information (pp. 8-12) in this report for grade 2 but not for grade 1. Also, at grade 1 pretesting did not include Reading Comprehension, but posttesting did. Therefore, Reading Comprehension pretest-posttest change scores for grade 1 could not be determined because of the level of the test administration.

Early Literacy program instruction began on September 16, 1991 for grade 2 pupils and September 23, 1991 for grade 1 pupils. For evaluation based on standardized test data, which included Desired Outcome 1-Grade 2 as well as aggregate test information, the time interval ended April 3, 1992. This provided a maximum of 122 days of instruction for grade 1 and 127 days of instruction for grade 2. An additional 14 scheduled days (through May 1, 1992) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcome 1-grade 1 and Desired Outcomes 2 and 3 for both grades), providing a maximum of 141 possible days of instruction for grade 2 pupils, or 136 days for grade 1 pupils. To meet the attendance criterion (80%) for inclusion in the analyses of standardized test data, grade 2 pupils must have attended at least 101.6 days and grade 1 pupils must have attended 97.6 days. Grade 1 pupils must have attended at least 108.8 days to meet the attendance criterion (80%) for Desired Outcome 1. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, grade 2 pupils must have attended at least 112.8 days and grade 1 pupils 108.8 days.

Instruments

The evaluation design provided for the collection of data in the following five areas of operation for the overall program.

1. Teacher Census Information

   Teacher Census Form (TCF) was completed by program teachers to obtain staffing information, including employment status, periods of program instruction, and school assignment (see Appendix C, p. 24).

2. Pupil Census Information

   Calendar Worksheet/Parent Involvement Log (CW/PIL) was used to record pupil service information, Selection Scores, and parent involvement data (see Appendix D, pp. 26-27).

   Pupil Roster was completed by program teachers to indicate official enrollment of each pupil into the program. Program teachers identified pupils served from computer generated lists of all first grade pupils in their buildings. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

   Pupil Data Sheet (PDS) was a computer generated preprinted form used by program teachers to summarize enrollment/attendance data, number of lessons, text reading level, parent involvement, discontinued status, hours of instruction per week, English-speaking status, and progress made for each pupil served (see Appendix E, p. 29).

3. Retention Information

   District computer files were utilized to access retention data.

4. Parent Involvement Information

   Parent Involvement Log (PIL) was used to record parent involvement data, including the date, type of activity/involvement, name of attendee(s), and amount of time of involvement (see Appendix D, p. 27).

   Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize data collected from the Parent Involvement Logs for each pupil served (see Appendix E, p. 29).

5. Pupil Text Reading Level Achievement/Pupil Standardized Achievement Test Information

   Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize text reading level information for each pupil served (see Appendix E, p. 27).

   The Metropolitan Achievement Tests (MAT6, 1985) was used as the pretest and posttest for all pupils in the Early Literacy program. This test series has empirical norms for fall and spring, established October 1-31, 1984, and April 8 to May 15, 1985. The description of the MAT6 pretest and posttest is as follows:

	Level	Form	Recommended Grade Range	Subtests	Number of Items
Pretest (Grade 1)	Preprimer	L	K.O - K.9	Total Reading	54
Posttest (Grade 1) Pretest (Grade 2)	Primer	L	K.5 - 1.9	Vocabulary	15
				Word Recognition Skills	36
				Reading Comprehension	38
				Total Reading	89
Posttest (Grade 2)	Primary 1	L	1.5 - 2.9	Vocabulary	22
				Word Recognition Skills	28
				Reading Comprehension	53
				Total Reading	103

The MAT6 tests were administered by classroom and program teachers. Pretesting occurred September 18-22, 1991 for grade 1 pupils. Posttesting occurred April 6-10, 1992. All testing was done on level, as indicated in the table above.

Inservice evaluation information, data which were not specified in the Early Literacy evaluation design but were collected routinely, is not included here but has been submitted to the Department of Federal and State Programs.

Major Findings

Pupil Census Information

During the 1991-92 school year, a total of 1773 pupils were served by the Early Literacy program. Of this number, 1185 grade 1 pupils were served and 588 grade 2 pupils were served. The demographic characteristics (gender, race, and socio-economic status) of the 1773 pupils who were served in the program were analyzed from the school district's Student Master File (SMF) and June 1992 official enrollment tape. The data were based on information reported by parents and/or school personnel. Of the pupils served, 56.1% (994) were boys and 43.9% (779) were girls (see Table 1). As for the distribution by race, 45.6% (809) of the pupils served were identified as Non-Minority, 52.7% (934) were Black, and the remaining 1.7% (30) were Other Minority (see Table 2). The Other Minority category included Spanish Surname, Asian American, and American Indian. Socio-economic status was indicated by pupil eligibility for subsidized (free or reduced price) lunch as of June 1992. Of the 1773 pupils served, 84.2% (1493) were on free lunch, 4.8% (85) were on reduced price lunch, and 11.0% (195) were not on subsidized lunch (see Table 3). Distributions of gender, race, and socio-economic status by grade level are displayed in Tables 1-3.

The average number of hours of instruction in the Early Literacy program per pupil per week was 3.8 hours. The average daily membership for the program was 1165.26 pupils, with average days scheduled (enrollment) being 90.49 days per pupil, and average days served (attendance) being 80.12 days per pupil. Enrollment and attendance data are used to determine whether a pupil will be included in the treatment group for program analyses. To be included in the treatment group analyses for Desired Outcome 1, grade 1 pupils must have been discontinued or attended the program 108.8 days and had a valid Scott Foresman text reading level score. Grade 2 pupils must have been discontinued or attended the program 101.6 days,

Table 1

Percent and Number of Early Literacy Pupils Served by Gender 1991-92

Gender	%	(N)
Boys		
Grade 1	38.2	(678)
Grade 2	17.8	(316)
Subtotal	56.1	(994)
Girls		
Grade 1	28.6	(507)
Grade 2	15.3	(272)
Subtotal	43.9	(779)
Total	100.0	(1773)

Table 2

Percent and Number of Early Literacy Pupils Served by Race 1991-92

Race	%	(N)
Non-Minority		
Grade 1	29.7	(527)
Grade 2	15.9	(282)
Subtotal	45.6	(809)
Black		
Grade 1	35.9	(637)
Grade 2	16.8	(297)
Subtotal	52.7	(934)
Other Minority[a]		
Grade 1	1.2	(21)
Grade 2	0.5	(9)
Subtotal	1.7	(30)
Total	100.0	(1773)

[a] Includes Spanish Surname, Asian American, and American Indian

Table 3

Percent and Number of Early Literacy Pupils Served by Subsidized Lunch Status 1991-92

Subsidized Lunch Status	%	(N)
Free		
Grade 1	57.8	(1025)
Grade 2	26.4	(468)
Subtotal	84.2	(1493)
Reduced		
Grade 1	3.2	(56)
Grade 2	1.6	(29)
Subtotal	4.8	(85)
Paying		
Grade 1	5.9	(104)
Grade 2	5.1	(91)
Subtotal	11.0	(195)
Total	100.0	(1773)

Note. Based on June 1992 data

had valid pre- and posttest scores, and have been English-speaking to be in included in the evaluation sample. Grade 1 pupils needed to be discontinued or to have attended a minimum of 108.8 days to be included in the analyses for Desired Outcomes 2 and 3. Grade 2 pupils needed to be discontinued or to have attended a minimum of 112.8 days to be included in the analyses for Desired Outcomes 2 and 3. Data pertaining to enrollment and attendance are presented in Table 4. Of the 1773 pupils served, 234 (13.2%) were successfully discontinued from the program. These 234 discontinued pupils represented 39.4% of the 594 treatment group pupils. By grade level, 115 (9.7%) of the 1185 grade 1 pupils were successfully discontinued, while 119 (20.2%) of the 588 grade 2 pupils were successfully discontinued (see Table 5).

Pupil census information was also obtained from program teachers (Pupil Data Sheet, Appendix E, p. 29) concerning whether pupils were English-speaking and from the Student Master File for whether pupils qualified for a special education program. Of the 1773 pupils served, 76 (4.3%) qualified for a special education program. Concerning pupils' English-speaking ability, only 10 (0.6%) of the 1773 pupils served were non-English speaking.

To be included in the Early Literacy treatment group (Desired Outcome 1-Grade 1 and Desired Outcomes 2 and 3 for both grades), a pupil must have been successfully discontinued from the program or attended the program at least 80 percent of the instructional period. Of the 1773 pupils served, 33.5% (594) met the established criteria and were included in the treatment group, including 234 discontinued pupils and 360 not discontinued pupils who met the 80 percent attendance criterion (see Table 5). By grade level, 29.9% (354) of grade 1 pupils were included in the treatment group and 40.8% (240) of grade 2 pupils were included. The small number of pupils served who met the treatment group criteria can be attributed to a number of factors. First, a number of first grade pupils were transferred from the Early Literacy program to be served in the Reading Recovery program and consequently did not achieve the necessary attendance requirement for the Early Literacy program. Also, high pupil mobility resulted in some pupils moving to a school that did not offer the Early Literacy program or to a school where they were placed on a waiting list for service because no immediate space was available and therefore did not meet the attendance requirement.

The two evaluation samples for the Early Literacy program were comprised of pupils from the treatment group who also were English-speaking and had valid pre- and posttest scores on the MAT6. The Total Reading evaluation sample included 525 pupils, including 343 grade 1 pupils and 182 grade 2 pupils. These 525 evaluation sample pupils were 29.6% of the 1773 pupils served in the program. The Reading Comprehension evaluation sample was comprised of 185 grade 2 pupils with valid pre- and posttest scores. The evaluation sample pupils made up 31.5% of the 588 grade 2 pupils served in the Early Literacy program.

Pupil Text Reading Level Achievement/Pupil Standardized Achievement Test Information

Desired Outcome 1-Grade 1 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would reach Scott Foresman text reading level 8, the appropriate text reading level for promotion to grade 2. Pupils who met the attendance criteria or were discontinued and had a valid text reading level score comprised the treatment group for Desired Outcome 1. Of the 348 grade 1 treatment group pupils, 195 (56.0%) achieved a text reading level of 8 or above, indicating that the desired outcome was met.

Desired Outcome 1-Grade 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would gain at least 3.0 Normal Curve Equivalent (NCE) points in Total Reading. Of the 182 grade 2 pupils who comprised the Total Reading evaluation sample, 91 (50.0%) gained at least 3.0 NCEs, indicating that the 50% criterion level for this desired outcome was met.

Table 4

Number of Pupils Served, Averages for Days Scheduled, Days Served, Daily Membership, and Hours of Instruction Per Week for Early Literacy Program Reported by Grade Level 1991-92

Grade	Pupils Served	Average Days Scheduled	Average Days Served	Average Daily Membership	Average Hours of Instruction per Pupil per Week
1	1185	88.79	78.19	773.65	3.8
2	588	93.90	84.00	391.60	3.8
Total	1773	90.49	80.12	1165.26	3.8

Table 5

Percent and Number of Early Literacy Pupils Served by Pupil Category and Grade Level 1991-92

Grade Level	Pupil Category: Discontinued Pupils[a] %	(N)	Not Discontinued Pupils[b] %	(N)	Other Pupils Served[c] %	(N)	Total Pupils Served %	(N)
Grade 1	9.7	(115)	20.2	(239)	70.1	(831)	66.8	(1185)
Grade 2	20.2	(119)	20.6	(121)	59.2	(348)	33.2	(588)
Total	13.2	(234)	20.3	(360)	66.5	(1179)	100.0	(1773)

[a] Discontinued pupils did not have to meet attendance criteria

[b] Not discontinued pupils with 80% program attendance

[c] Other pupils served with less than 80% program attendance

Pretest-posttest change score data for the Early Literacy program are summarized in Tables 6 and 7. The normal curve equivalent (NCE) is used in Tables 6 and 7 because it provides the truest indication of pupil growth in achievement. It should be noted that NCEs, like percentile ranks, compare the pupils' performances in relation to the general population. No change in NCE score from pretest to posttest does not denote a lack of absolute progress; on the contrary, it means that over the school year the pupil has progressed at the expected rate of growth and has maintained the same relative position in terms of the general population. Therefore, even a small gain in NCEs indicates an advancement from the pupil's original position relative to the general population.

Table 6 contains a summary of pretest, posttest, and change scores for Total Reading for the 525 Early Literacy Total Reading evaluation sample pupils in grades 1 and 2. The data in Table 6 show the total average growth in Total Reading for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for Early Literacy pupils was 8.28 NCE points. Grade 1 pupils showed a gain of 10.91 NCE points and grade 2 pupils gained 3.32 NCEs.

Discontinued pupils showed much greater gains in Total Reading than did not discontinued pupils. The 178 discontinued pupils with valid pre- and posttest scores showed a gain of 17.10 NCEs, while the 347 not discontinued pupils had an average gain of 3.76 NCEs. By grade level, grade 1 discontinued pupils showed an average gain of 24.35 NCEs compared to a growth of 5.46 NCEs for not discontinued pupils. In grade 2, discontinued pupils had a growth of 8.01 NCEs, while not discontinued pupils had an average loss of 0.27 NCEs.

Table 6 also contains pretest, posttest, and change scores in Reading Comprehension for grade 2 pupils. For the 185 pupils in the Early Literacy Reading Comprehension evaluation sample, the data indicate the average growth for grade 2 pupils was greater than expected. Grade 2 pupils showed a gain of 8.59 NCEs in Reading Comprehension. Discontinued pupils had an average gain of 11.52 NCEs, while not discontinued pupils showed a gain of 6.26 NCEs.

Table 7 contains a summary of data related to the changes in NCE scores for Total Reading and Reading Comprehension for three ranges: (a) no improvement in NCE scores (less than 1.0), (b) some improvement in NCE scores (1.0 to 2.9), and (c) substantial improvement in NCE scores (3.0 or more). For Total Reading, the data indicate that 308 pupils (58.7%) made gains in NCE scores. This means that 58.7% of the pupils in the evaluation sample progressed at a rate that was greater than expected for them. More specifically, 296 pupils (56.4%) made substantial improvement; 12 pupils (2.3%) made some improvement; and 217 pupils (41.3%) made no improvement in Total Reading, as evidenced by a gain of less than 1.0 or a decline in NCE scores. Comparing discontinued pupils to not discontinued pupils, 74.7% (133) of the discontinued pupils showed substantial improvement compared to 47.0% (163) for not discontinued pupils. Distributions of change categories by grade level are included in Table 7. Of the 185 grade 2 pupils in the Reading Comprehension evaluation sample, the data show that 124 pupils (67.0%) made gains in NCE scores, progressing at a rate that was greater than expected. Substantial improvement was made by 110 (59.5%) pupils; some improvement by 14 (7.6%) pupils; and no improvement by 61 (33.0%) pupils. Comparing discontinued pupils to not discontinued pupils, 63.4% (52) of the discontinued pupils showed substantial improvement compared to 56.3% (58) for not discontinued pupils.

Program teachers' judgments of individual pupil progress were collected from teachers via the Pupil Data Sheet (see Appendix E, p. 29) at the end of the school year. Teachers rated individual pupil progress as much, some, or none. Of the 1773 pupils served in the program, teacher judgments indicated that 1650 pupils (93.1%) showed improvement. More specifically, 594 pupils (33.5%) showed much improvement; 1056 pupils (59.6%) showed some improvement; and 123 pupils (6.9%) were judged as making no improvement. It should be remembered that these frequencies and percents are based on all pupils served, not just pupils included in the treatment group and evaluation samples.

Table 6

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) for Early Literacy Program in Total Reading and Reading Comprehension by Grade Level and Discontinued Status 1991-92

Test	Number of Pupils	Pretest				Posttest				Average NCE Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
Total Reading										
Grade 1										
Discontinued	99	1.0	70.9	31.71	16.84	6.7	99.0	56.06	20.42	24.35
Not Discontinued	244	1.0	59.9	16.18	13.24	1.0	99.0	21.64	17.81	5.46
Subtotal	343	1.0	70.9	20.66	15.98	1.0	99.0	31.57	24.27	10.91
Grade 2										
Discontinued	79	1.0	74.7	31.99	15.23	10.4	73.7	40.00	11.55	8.01
Not Discontinued	103	1.0	84.6	22.51	15.41	1.0	53.7	22.24	11.63	-0.27
Subtotal	182	1.0	84.6	26.62	16.00	1.0	73.7	29.95	14.54	3.32
Total Population										
Discontinued	178	1.0	74.7	31.83	16.10	6.7	99.0	48.93	18.81	17.10
Not Discontinued	347	1.0	84.6	18.06	14.19	1.0	99.0	21.82	16.21	3.76
Total	525	1.0	84.6	22.73	16.22	1.0	99.0	31.01	21.40	8.28
Reading Comprehension										
Grade 2										
Discontinued	82	1.0	81.1	31.63	16.11	1.0	73.7	43.14	14.23	11.52
Not Discontinued	103	1.0	69.3	22.06	15.04	10.4	54.8	28.32	11.83	6.26
Total	185	1.0	81.1	26.30	16.19	1.0	73.7	34.89	14.88	8.59

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Table 7

Number and Percent of Pupils in Change Categories for
NCE Scores for Early Literacy Program in Total Reading and Reading Comprehension
by Grade Level and Discontinued Status
1991-92

Test	Change Categories for NCE Scores: No Improvement (less than 1.0) N	%	Some Improvement (1.0 to 2.9) N	%	Substantial Improvement (3.0 or more) N	%	Total Pupils in Sample N	%
Total Reading								
Grade 1								
Discontinued	15	15.2	1	1.0	83	83.8	99	28.9
Not Discontinued	117	48.0	5	2.0	122	50.0	244	71.1
Subtotal	132	38.5	6	1.7	205	59.8	343	100.0
Grade 2								
Discontinued	27	34.2	2	2.5	50	63.3	79	43.4
Not Discontinued	58	56.3	4	3.9	41	39.8	103	56.6
Subtotal	85	46.7	6	3.3	91	50.0	182	100.0
Total Population								
Discontinued	42	23.6	3	1.7	133	74.7	178	33.9
Not Discontinued	175	50.4	9	2.6	163	47.0	347	66.1
Total	217	41.3	12	2.3	296	56.4	525	100.0
Reading Comprehension								
Grade 2								
Discontinued	26	31.7	4	4.9	52	63.4	82	44.3
Not Discontinued	35	34.0	10	9.7	58	56.3	103	55.7
Total	61	33.0	14	7.6	110	59.5	185	100.0

Pupil Retainee Information

Desired Outcome 2-Grade 1 stated that at least 75 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would demonstrate satisfactory progress in the classroom by being promoted to the next grade level. Pupils who met the attendance criteria or were discontinued composed the treatment group. Data analyzed from the district June 1992 official enrollment tape indicate that the desired outcome was met. Of the 354 pupils in the grade 1 Early Literacy treatment group, data were available for 349 pupils. Of these 349 pupils, 308 (88.3%) made satisfactory progress and were promoted to the next grade. Only 41 grade 1 pupils (11.7%) were retained in their present grade.

Desired Outcome 2-Grade 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would demonstrate satisfactory progress in the classroom by being promoted to the next grade level. Pupils who met the attendance criteria or were discontinued composed the treatment group. Data analyzed from the district June 1992 official enrollment tape indicate that the desired outcome was met. Of the 240 pupils in the grade 2 Early Literacy treatment group, data were available for 239 pupils. Of these 239 pupils, 224 (93.7%) made satisfactory progress and were promoted to the next grade. Only 15 grade 2 pupils (6.3%) were retained in their present grade.

Parent Involvement Information

Desired Outcome 3 stated that parents of at least 75 percent of program pupils who attended the program at least 80 percent of the instructional period or who were discontinued would participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences. Pupils who met the attendance criteria or were discontinued composed the treatment group. Records of parent contacts and activities were maintained by program teachers using the Parent Involvement Log (Appendix D, p. 27), documenting the date of parent contact, the type of activity, which parents or guardians participated, and the time spent on each activity. Data summarized by program teachers on the Pupil Data Sheet at the end of the school year indicate that the desired outcome was met, as parents of 584 (98.3%) of the 594 pupils in the treatment group participated in the program.

Table 8 displays parent involvement data collected by program teachers on the Parent Involvement Log of each of the 1773 pupils served in the program. The data indicate that a total of 1679 different parents or guardians were involved in some way with the program and that program teachers had a combined total of 1579.7 hours of contact with parents. It should be noted that the total number of parents involved is not additive, as a parent could be involved in more than one activity for the year. Approximately three-fifths (60.4%) of the time spent in parent involvement was with individual parent conferences (953.6 hours). The smallest amount of time was spent with parents being involved in planning, operations, and/or evaluation of the program (18.9 hours or less than 1.2% of the total time). Table 8 also displays parent involvement for the parents of the 594 treatment group pupils. The 594 treatment group pupils represented 33.5% of the 1773 pupils served, but represented 38.7% (649) of the total parents involved and 42.3% (667.8) of the total hours spent in parent involvement. Similar to parent involvement for all pupils served, approximately three-fifths (62.4%) of the time spent in parent involvement was with individual parent conferences (416.4 hours) and the smallest amount of time was spent with parents being involved in planning, operations, and/or evaluation of the program (11.6 hours or less than 1.7% of the total time).

Summary/Recommendations

The Early Literacy program provided additional reading instruction to underachieving first- and second-grade pupils in 46 schools. The program featured small group instruction for five or six pupils for 40-45

Table 8

Number of Parents Involved and Total Teacher Hours
Reported for Parent Involvement Activities for
Early Literacy Program
1991-92

Program Activities	Totals for Year: Treatment Group Pupils (N=594)	Totals for Year: All Pupils Served (N=1773)
1. Parents involved in the planning, operation and/or evaluation of your unit		
Number of Parents	16	25
Total Teacher Hours	11.6	18.9
2. Group meetings for parents		
Number of Parents	132	345
Total Teacher Hours	158.8	404.9
3. Individual parent conferences		
Number of Parents	609	1492
Total Teacher Hours	416.4	953.6
4. Parental classroom visits or field trips		
Number of Parents	97	257
Total Teacher Hours	66.0	162.9
5. Visits by teacher to parents' homes		
Number of Parents	24	69
Total Teacher Hours	15.0	39.4
Total Parents Contacted[a]	649	1679
Total Teacher Hours	667.8	1579.7

[a] Total Parents Contacted is based on an unduplicated count of parents contacted, which is less than the sum obtained when combining the Number of Parents for Activities 1-5.

minutes daily. For evaluation purposes, the program began on September 16, 1991 for grade 2 pupils and September 23, 1991 for grade 1 pupils. For evaluation based on standardized test data, the time interval ended April 3, 1992. This provided a maximum of 127 possible days of instruction for grade 2 pupils, or 122 days for grade 1 pupils. An additional 14 scheduled days (through May 1, 1991) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcome 1-Grade 1 and Desired Outcomes 2 and 3 for both grades), providing a maximum of 141 possible days of instruction for grade 2, or 136 days for grade 1. To meet the attendance criterion (80%) for inclusion in the analyses of standardized test data (which included Desired Outcome 1-Grade 2), grade 2 pupils must have attended at least 101.6 days and grade 1 pupils 97.6 days. To meet the attendance criterion for inclusion in the analyses of Desired Outcome 1-Grade 1 and Desired Outcomes 2 and 3 for both grades, grade 2 pupils must have attended at least 112.8 days and grade 1 pupils 108.8 days.

A total of 1773 pupils were served, including 1185 grade 1 and 588 grade 2 pupils. Average daily membership for the program was 1165.26 pupils, with average days scheduled being 90.49 days per pupil and average days served being 80.12 days per pupil. For evaluation purposes, the 1773 pupils served were classified as either discontinued (234), not discontinued but attended the program 80 percent of the instructional period (360), or other pupils served (1179). The evaluation sample for analyses of standardized test data consisted of the 525 grade 1 and 2 pupils who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Total Reading. In addition, 185 grade 2 pupils were successfully discontinued from the program or attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores in Reading Comprehension, comprising the Reading Comprehension evaluation sample for grade 2. The treatment group for Desired Outcome 1-Grade 1 and Desired Outcomes 2 and 3 for both grades consisted of the 594 pupils (33.5% of those served) who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, including 354 (29.9%) grade 1 pupils and 240 (40.8%) grade 2 pupils.

Three desired outcomes for each grade were established and met for the Early Literacy program. Desired Outcome 1-Grade 1 stated that 50 percent of the treatment group pupils would reach text reading level 8, the level appropriate for promotion to grade 2. Data indicate that 195 (56.0%) of the 348 grade 1 treatment group pupils reached text reading level 8, indicating the desired outcome was met. Desired Outcome 1-Grade 2 stated that 50 percent of the evaluation sample pupils would gain 3.0 NCE points or more for the instructional period in Total Reading. Data showed that 91 (50.0%) of the 182 grade 2 evaluation sample pupils gained at least 3.0 NCEs, allowing the desired outcome to be met. The average NCE gain for grade 2 Early Literacy pupils was 3.32 NCEs, with discontinued pupils (79) having an average gain of 8.01 NCEs and not discontinued pupils (103) having an average loss of 0.27 NCEs. The 343 grade 1 pupils with valid Total Reading pre- and posttest scores had an average NCE gain of 10.91 NCEs, with discontinued pupils (99) having an average gain of 24.35 NCEs and not discontinued pupils (244) having an average gain of 5.46 NCEs. When combined, grade 1 and 2 pupils had an average gain of 8.28 NCEs in Total Reading, with discontinued pupils (178) having an average gain of 17.10 NCEs and not discontinued pupils (347) having an average gain of 3.76 NCEs. In grade 2 Reading Comprehension, the average NCE gain for the 185 evaluation sample pupils was 8.59 NCEs, with discontinued pupils (82) showing an average gain of 11.52 NCEs and not discontinued pupils (103) having an average gain of 6.26 NCEs.

Changes in NCE scores for Total Reading for the 525 evaluation sample pupils indicated that 296 pupils (56.4%) made substantial improvement (3.0 NCEs or more); 12 pupils (2.3%) made some improvement (1.0 to 2.9 NCEs); and 217 pupils (41.3%) made no improvement (1.0 NCEs or less). Discontinued pupils showed much greater improvement than did not discontinued pupils, with 74.7% (133) showing substantial improvement, compared to 47.0% (163) for not discontinued pupils. Changes in NCE

scores for Reading Comprehension for the 185 grade 2 evaluation sample pupils showed that 110 pupils (59.5%) made substantial improvement; 14 pupils (7.6%) made some improvement; and 61 pupils (33.0%) made no improvement. Discontinued pupils showed greater improvement than did not discontinued pupils, with 63.4% (52) showing substantial improvement, compared to 56.3% (58) for not discontinued pupils.

Desired Outcome 2-Grade 1 stated that at least 75 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would be promoted to the next grade level. Of the 349 pupils who met the attendance criteria or were discontinued and were on the district computer retention file, 308 (88.3%) were promoted, indicating the desired outcome was met. Desired Outcome 2-Grade 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would be promoted to the next grade level. Of the 239 pupils who met the attendance criteria or were discontinued and were on the district computer retention file, 224 (93.7%) were promoted, indicating the desired outcome was met.

Desired Outcome 3 stated that parents of at least 75 percent of pupils who attended the program at least 80 percent of the instructional period or who were discontinued would participate in the program. Data indicate that the desired outcome was met as parents of 584 (98.3%) of the 594 pupils meeting the criteria participated in the program by visiting and/or volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences.

Based on the evaluation results, it is recommended that the Early Literacy program be continued in the 1992-93 school year. With that in mind, the following recommendations are presented:

1. Although Desired Outcome 1-Grade 2 was met with exactly 50 percent (91 out of 182) of the evaluation sample pupils gaining at least 3.0 NCEs in Total Reading and although the average NCE gain was 3.32 NCEs for these 182 pupils, it is unsatisfactory that the average NCE change for the 103 not discontinued pupils out of this group was a loss of 0.27 NCEs. These 103 pupils were each served for at least 101.6 days each. This service was in addition to their regular classroom reading instruction. This result makes it imperative that the instructional techniques used in Early Literacy - Grade 2 be examined and enhanced in hopes of helping pupils achieve to a much higher degree.

2. With only 33.5% (594) of the 1773 pupils served being included in the treatment group for program analyses, every effort must be made to ensure that daily program service is provided to as many pupils as possible so that more pupils will meet the attendance criterion. Scheduling of daily group sessions should be a high priority in order to maximize the number of days pupils receive service. If program teachers must alter their schedules on a given day, Early Literacy instructional time should be the last thing eliminated.

3. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

4. The whole language instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teacher. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole language based approach to instruction.

5. The process and instruments established for recording and collecting program data during the 1990-91 school year and refined during the 1991-92 school year, should be continued. Most

program teachers found the instruments easy to understand and complete, making data collection at the end of the school year an efficient process.

6. An on-going process of site visitations by the program evaluator needs to be continued. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

7. Incorporating in the evaluation design the percentage of discontinued program pupils should be explored. A discontinued pupil is considered able to work in the regular classroom without additional remedial intervention. If the criteria used to discontinue a pupil effectively assesses a pupil's ability, the percent of discontinued program pupils would provide a valuable gauge for assessing the success of the program as a whole.

8. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Early Literacy program.

Appendix A

Concepts About Print and Dictation

CONCEPTS ABOUT PRINT SCORING SHEET

Date: _____ Stones: _____ Sand: _____ TEST SCORE _____ /24

School Name: _____

Classroom Teacher: _____

Use the script when administering this test.

PAGE	SCORE	ITEM
Cover	_____	1. Front of book
2/3	_____	2. Print contains message
4/5	_____	3. Where to start
	_____	4. Which way to go
	_____	5. Return sweep to left
	_____	6. Word by word matching
6	_____	7. First and last concept
7	_____	8. Bottom of picture
8/9	_____	9. Begin "The" (Sand) or "I" (Stones) bottom line, top OR turn book
10/11	_____	10. Line order altered
12/13	_____	11. Left page before right
	_____	12. One change in word order
	_____	13. One change in letter order
14/15	_____	14. One change in letter order
	_____	15. Meaning of?
16/17	_____	16. Meaning of period/full stop
	_____	17. Meaning of comma
	_____	18. Meaning of quotation marks
	_____	19. Locate M m H h (Sand) OR Tt Bb (Stones)
18/19	_____	20. Reversible words (was, no)
20	_____	21. One letter: two letters
	_____	22. One word: two words
	_____	23. First & last letter of word
	_____	24. Capital letter

Directions

1. Place the pupil's ID label on the back of the form. If there is no ID label for a pupil, please provide student number, birthdate, student's legal name (last, first, MI), grade, and school code in the space provided.
2. Put an X in the blank next to the form of the test the student took (either Stones or Sand).
3. In the score column, place a I (one) beside each correct item. If the item was incorrect, place a 0 (zero) in the column.
4. Record the total number of items correct in the test score box.
5. Turn this form over and enter data from the Dictation test.

DICTATION SCORING SHEET

Date: _____

School Name: _____

Classroom Teacher: _____

TEST SCORE | /37 |

The	bus	is	coming.	It	will	stop	here
1 2	3 4 5	6 7	8 9 1 1 1 1 0 1 2 3	1 1 4 5	1 1 1 6 7 8	1 2 2 2 9 0 1 2	2 2 2 3 4 5

to	let	me	get	on.
2 2 6 7	2 2 3 8 9 0	3 3 1 2	3 3 3 3 4 5	3 3 6 7

Directions:

1. Be certain you have completed the required information at the bottom of the form or placed an ID label on the form.
2. Follow the directions for administering and scoring the Dictation test.
3. In the blank above each phoneme, place a 1 (one) if the pupil responded correctly. If the phoneme was incorrect, place a 0 (zero) in the blank. If the phoneme was not attempted, do not mark anything on the line.
4. Record the total number of correct phonemes in the test score box.
5. Return this form to your program evaluator at the Department of Program Evaluation, 52 Starling Street. Keep a copy in your files.

PLACE LABEL HERE

STUDENT NO._ _ _ _ _ _ BIRTHDATE _ _ _ _ _ _ (M M D D Y Y)

NAME _ _ _ _ _ _

Appendix B

Selection Score Matrix

GRADE 1 DIAGNOSTIC TEST SCORING MATRIX
TO DETERMINE PUPIL'S SELECTION SCORE

DICTATION SCORE	CONCEPTS ABOUT PRINT SCORE																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 ... 24
0	19	22	24	27	30	32	35	37	40	43	45	48	51	53	56	58	61
1	21	23	26	29	31	34	36	39	42	44	47	49	52	55	57	60	63
2	22	25	28	30	33	35	38	41	43	46	48	51	54	56	59	61	64
3	24	26	29	32	34	37	40	42	45	47	50	53	55	58	60	63	66
4	25	28	31	33	36	38	41	44	46	49	52	54	57	59	62	65	67
5	27	30	32	35	37	40	43	45	48	50	53	56	58	61	63	66	69
6	29	31	34	36	39	42	44	47	49	52	55	57	60	62	65	68	70
7	30	33	35	38	40	43	46	48	51	54	56	59	61	64	67	69	72
8	32	34	37	39	42	45	47	50	52	55	58	60	63	66	68	71	73
9	33	36	38	41	44	46	49	51	54	57	59	62	64	67	70	72	75
10	35	37	40	43	45	48	50	53	56	58	61	63	66	69	71	74	76
11	36	39	41	44	47	49	52	55	57	60	62	65	68	70	73	75	79
12	39	40	43	46	48	51	53	56	59	61	64	66	69	72	74	77	80
13	39	42	45	47	50	52	55	58	60	63	65	68	71	73	76	78	81
14	41	43	46	49	51	54	57	59	62	64	67	70	72	75	77	80	83
15	42	45	48	50	53	55	58	61	63	66	69	71	74	76	79	82	84
16	44	47	49	52	54	57	60	62	65	67	70	73	75	78	81	83	
17	46	48	51	53	56	59	61	64	66	69	72	74	77	79	82	85	
18	47	50	52	55	58	60	63	65	68	71	73	76	79	81	84		
19	49	51	54	56	59	62	64	67	69	72	75	77	80	83	85		
20	50	53	55	58	61	63	66	68	71	74	76	79	81	84			
21	52	54	57	60	62	65	67	70	73	75	78	80	83				
22	53	56	58	61	64	66	69	72	74	77	79	82	85				
23																	
24																	
.																	
.																	
.																	
37																	

NOTE: *Pupils with a Selection Score not included on this matrix will not qualify for Chapter 1 program.*

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Appendix C

Teacher Census Form

1991-92
Teacher Census Form

Social Security Number __ __ __-__ __-__ __ __ __

Name _____

School Assignment _____ Cost Center _ _ _

Your Teacher Leader _____

List Chapter 1 - DPPF programs you are involved with:

	Program	Program Code
1.	_____	_ _ _ _ _
2.	_____	_ _ _ _ _
3.	_____	_ _ _ _ _
4.	_____	_ _ _ _ _

Full-Time Employee _____

or (check one)

Part-Time Employee _____

Number of Reading Recovery sections per day _____

Number of Early Literacy groups per day _____

Appendix D

Calendar Worksheet/Parent Involvement Log

* CALENDAR WORKSHEET FOR RECORDING DAYS OF PUPIL SERVICE *

1991-92

Early Literacy I

Student's Legal Name _____ (Last, First)

Student's Birthdate _ _ _ _ _ _ (M M D D Y Y)

Student Number _ _ _ _ _ _

Race Code _____ (1-5) Sex _____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other schools.

Grade Level 0 1

Selection Score _ _

Teacher Name _____

Program Code _ _ _ _ _ _

School _____

School Code _ _ _

1991-92	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTALS Schdl. (1,2)	TOTALS Served (2)
Aug. 26 - Sept. 20	M	M	28	29	30	H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	//////////	//////////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\\\\\\\\\\	\\\\\\\\\\
Sept. 23 - Oct. 18 (Max. schdl. days=19)	23	24	25	26	27	30	1	2	3	4	7	8	9	10	11	14	15	16	17	COTA 0		
Oct. 21 - Nov. 15 (Max. schdl. days=19)	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	PC 0		
Nov. 18 - Dec. 13 (Max. schdl. days=18)	18	19	20	21	22	25	26	27	H 0	N 0	2	3	4	5	6	9	10	11	12	13		
Dec. 16 - Jan. 24 (Max. schdl. days=19)	16	17	18	19	20	6	7	8	9	10	13	14	15	16	17	H 0	21	22	23	24		
Jan. 27 - Feb. 21 (Max. schdl. days=19)	27	28	29	30	31	3	4	5	6	7	10	11	12	13	PC 0	17	18	19	20	21		
Feb. 24 - Mar. 20 (Max. schdl. days=20)	24	25	26	27	28	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
Mar. 23 - Apr. 17 (Max. schdl. days=19)	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	N 0		
Apr. 20 - May 15 (Max. schdl. days=05)	N 0	N 0	N 0	N 0	N 0	27	28	29	30	1	4 0	5 0	6 0	7 0	8 0	11 0	12 0	13 0	14 0	15 0		
May 18 - June 12 (No scheduled days)	18 0	19 0	20 0	21 0	22 0	H 0	26 0	27 0	28 0	29 0	1 0	2 0	3 0	4 0	R 0	8 0	9 0	10 0	11 0	12 0	////////// \\\\\\\\\\	////////// \\\\\\\\\\
																					TOTALS (Max. scheduled=138)	Scheduled
																					(Max. served =138)	Served

RACE CODES
1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES
0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

Date Discontinued _ _ _ _ _ _ (M M D D Y Y)

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ESEA - Chapter 1
Parent Involvement Log
1991-92

Program Code _____ Name of Pupil _____ Grade _____

Parent Name _____ Address _____ Phone Number _____

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.

Please check if the following two activities occurred for this pupil anytime this year.

☐ Parent helped child with homework

☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the activity, name of parent/guardian, and the hours they were involved in the Chapter 1 project. ROUND HOURS TO THE NEAREST TENTH. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian	Hours 00.0

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

Appendix E

Pupil Data Sheet

PUPIL DATA SHEET

SCHOOL CODE _ _ _ PROGRAM CODE _ _ _ _ _ SSN _ _ _ _ _ _ _ _ _

SCHOOL NAME _____ PROGRAM NAME _____ TEACHER NAME _____

1. STUDENT NAME _

2. STUDENT NO. _ _ _ _ _ _ GRADE _ _ BIRTHDATE _ _ / _ _ / _ _

3. PUPIL PROGRESS NONE SOME MUCH

4. HOURS PER WEEK OF INSTRUCTION |___|___| . |___|

5. IS THIS PUPIL ENGLISH SPEAKING? NO YES

6. WAS THIS PUPIL DISCONTINUED? NO YES

7. PARENT VOLUNTEERED IN CLASSROOM? NO YES

8. PARENT HELPED WITH HOMEWORK? NO YES

9. PARENT READS TO CHILD OR CHILD READS TO PARENT? NO YES

FOR NUMBERS 10-14, FILL IN THE NUMBER OF THIS PUPIL'S PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND CUMMULATIVE HOURS OF CONTACT

	NO. OF PARENTS	NO. OF HOURS
10. PLANNING	|___|	|___|___|___| . |___|
11. GROUP MEETINGS	|___|	|___|___|___| . |___|
12. INDIVIDUAL CONFERENCES	|___|	|___|___|___| . |___|
13. CLASSROOM VISITS	|___|	|___|___|___| . |___|
14. HOME VISITS	|___|	|___|___|___| . |___|

	THRU 04-03-92	FROM 04-06-92 THRU 05-01-92
15. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS)	|___|___|___|	|___|___|
16. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS)	|___|___|___|	|___|___|

17. SCOTT FORESMAN TEXT READING LEVEL |___|___|

Prepared by